

Activity #14: Social and Emotional Development and the COT

Social and Emotional Learning Session One

On Your Own

2—Social and Emotional Development

Observed	Rating	
		Respond promptly and sensitively (warmly and with genuine concern/understanding) to children’s verbal and nonverbal signals, values, feelings, interests, and needs.*
		Use positive non-verbal behaviors (get on child’s eye level; smile; use affectionate/reassuring touch, as appropriate; allow children to move close to or sit with the teacher when appropriate).*
		Use non-specific praise and encouragement (e.g., Great job, good girl, wonderful).*
		Use specific praise, encouragement, or positive feedback that provides children explicit information regarding what they are doing well (e.g., “You did a great job writing your name;” “I like the way you helped your friend.”).*
		Provide guidance that encourages children to regulate their own behavior in learning and problem solving situations (relies on prompts and questions versus overly directive strategies; teach conflict resolution, model and have students practice words to use, etc.).*
		Label children’s feelings and talk about feelings (e.g., define feelings, explain causes of feelings, discuss appropriate behaviors for various feelings).
		Model or teach cultural sensitivity including respect for children's home languages and background.
		Use verbal or non-verbal behaviors to engage children with weaker speaking or social skills or students who are more shy/withdrawn (e.g., equity sticks, name tags, calling on/directing comments to less engaged children).*
Evidence/Notes:		